

GENERAL FACULTIES COUNCIL  
AGENDA

Meeting #597, April 9, 2020, 1:30-4:30 p.m.

By Zoom platform

Item	Description	Presenter	Materials	Estimated Time
1.	Conflict of Interest Declaration	McCauley	Verbal	1:30
2.	Remarks of the Chair	McCauley	Verbal	
3.	Remarks of the Vice-Chair	Marshall	Verbal	
4.	Question Period	McCauley	Verbal	
5.	Safety Moment	Dalgetty <sup>1</sup>	Document	
	<b>Action Items</b>			
6.	Approval of the March 12, 2020 Meeting Minutes	McCauley	Document	
	<b>Discussion Items</b>			
7.	Global Engagement Plan 2020-2025	Marshall/Strselczyk <sup>2</sup> / Ruwanpura <sup>3</sup>	Document	2:00
	<b>Information Items</b>			
8.	Campus Mental Health Strategy Progress Report	Szeto <sup>4</sup> /Bruckner <sup>5</sup>	PowerPoint	2:20
9.	Standing Reports: a) Report on the March 25 GFC Executive Committee Meeting b) Report on the March 16 and 30, 2020 Academic Planning and Priorities Committee Meetings c) Report on the March 27, 2020 Board of Governors Meeting d) Policy Development Update	McCauley	Documents	2:35
10.	Notes from the March 12, 2020 GFC Member Evaluation Session	In Package Only	Document	
11.	Other Business	McCauley		
12.	Adjournment Next meeting: May 14, 2020	McCauley	Verbal	2:45

**Regrets and Questions:** Elizabeth Sjogren, Governance Coordinator  
Email: [esjogren@ucalgary.ca](mailto:esjogren@ucalgary.ca)

Susan Belcher, University Secretary  
Email: [sbelcher@ucalgary.ca](mailto:sbelcher@ucalgary.ca)

**GFC Information:** <https://www.ucalgary.ca/secretariat/general-faculties-council>

Presenters

1. Linda Dalgetty, Vice-President (Finance and Services)
2. Florentine Strzelczyk, Deputy Provost
3. Janaka Ruwanpura, Vice-Provost (International)
4. Andrew Szeto, Director, Campus Mental Health Strategy
5. Debbie Bruckner, Senior Director, Student Wellness - Access and Support

How to make your home set-up more ergonomic & avoid “tech neck”

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### Get off the couch

Working from your sofa is one of the worst things you can do for your long-term back health.

### Make your own standing desk

Even if you’re sitting, elevate your computer. The middle of your screen should be in line with your eyes while you’re working, not below. Your laptop should be elevated approximately 6 to 12 inches above your desk.



### Go wireless

If your computer is elevated to the proper height, it will be hard to use the keyboard and mouse on high without shrugging your shoulders. Using a wireless mouse and keyboard will provide more comfort.

### Stay put

Set up a separate office space and be consistent with where your designated work space is. Once you start thinking you can work from bed, it’s all over.

### Take breaks from your screen

Limiting screen time might be out of the question while working from home, but you should still step away for five minutes once every hour of screen time.



The draft Minutes are intentionally removed from this package.

Please see the approved Minutes [uploaded separately on this website](#).





GENERAL FACULTIES COUNCIL  
ACTION BRIEFING NOTE

For Approval       For Recommendation       For Discussion

**SUBJECT:**      **Global Engagement Plan 2020-2025**

**PROPONENT(S)**

Dru Marshall, Provost and Vice-President (Academic)

**REQUESTED ACTION**

To discuss the updated Global Engagement Plan 2020-2025.

**CONSIDERATIONS**

An external review of our 2013 International Strategy took place September 16-18, 2019. A public summary report was prepared for and discussed at Academic Planning and Priorities Committee (APPC). Recommendations from the external review have been incorporated into an updated Global Engagement Plan 2020-25 which is being provided to GFC for review and feedback.

**BACKGROUND**

The University of Calgary invited an external team to conduct a review of our 2013 International Strategy in 2019-20. Following a self-assessment exercise, a site visit was conducted by an external Review Team from September 16-18, 2019. Following the site visit, the Review Team prepared a written report containing comments and recommendations. The Provost International Strategic Committee (PISC) subsequently provided responses to the recommendations and as per our review process a public summary report was prepared and presented to APPC. Based on the recommendations from the review, an update to the International Strategy has been prepared and is currently undergoing consultation and feedback.

The *Global Engagement Plan 2020-25* is an update to the *2013 International Strategy* with a purposeful shift in language from an International Strategy to a Global Engagement Plan to reflect our institutional commitment towards meaningful interaction with the world as a whole. The plan is informed by our original vision, while taking into account emerging global developments, to focus on three overarching goals:

Goal 1 - Increasing the Diversity of the Campus Community

Goal 2 - Improving Intercultural Capacity

Goal 3 - Enhancing Global Partnerships

In the *Global Engagement Plan 2020-25*, Faculties are the driver and initiator of international activities at the University of Calgary. The plan integrates the original goal four (international development) within a renewed goal three – enhancing global partnerships – which now includes our collaborations in the area of international development. New targets for goals have been set and a series of metrics will be developed to monitor and report on our progress. The Regional/Country Framework, which strategically allowed the University to focus its activities in the 2012 International Strategy, has now been replaced by the priorities of the Academic and Research Plan

which will help guide our activities and partnerships and strategically advance our global initiatives in the Global Engagement Plan 2020-25.

## ROUTING

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	Academic Planning and Priorities Committee	2020-03-16			X	
	General Faculties Council Executive Committee	2020-03-25			X	
X	General Faculties Council	2020-04-09			X	
	Research and Scholarship Committee	2020-04-21			X	
	General Faculties Council Executive Committee	2020-04-22		X		
	Academic Planning and Priorities Committee	2020-05-04			X	
	General Faculties Council	2020-05-14	X			
	Board of Governors	2020-05-29				X

## NEXT STEPS

The Global Engagement Plan 2020-2025 will undergo consultation through Deans' Council, GFC Committees and a campus community town hall after which it will return to GFC Executive for recommendation for approval at GFC. This will be the first of two reviews at GFC. The Plan will go to GFC for approval in spring 2020.

## SUPPORTING MATERIALS

- The Draft Global Engagement Plan 2020-25
- The Draft Global Engagement Plan Priorities 2020-25



# The University of Calgary's Global Engagement Plan 2020-2025 (An update to the 2013 International Strategy)

## Context

In 2011, the University of Calgary introduced an ambitious goal to become one of Canada's top five research universities. The *Eyes High* strategic direction also identified our objective to become a global intellectual hub where students, staff and faculty produce new discoveries, ideas and applications that have global impact. The renewal of *Eyes High* in 2017 was followed in 2018 by a refresh of our *Academic and Research Plans*, which form the roadmaps that outline the priorities, goals and initiatives that will lead us to achieve our *Eyes High* commitments. Internationalization was one of seven academic priorities in the *2012 Academic Plan* and continues to play a central role in the *Academic Plan 2018-23* as part of the priority 'Connecting Communities.'

As a comprehensive academic and research university, the University of Calgary engages with scholars and institutions around the globe and we leverage opportunities with global partners from industry, not-for-profit organizations, governments, and philanthropists to move ideas rapidly from conception to application. The university has an obligation to societies worldwide to contribute to the grand challenges facing humanity and to develop leaders who will further cultural understanding and social justice, improve quality of life, and help to secure a prosperous and sustainable future for all. In the context of a rise of populist nationalism around the globe, the role a research-intensive university is more important than ever in the production and dissemination of scientifically sound knowledge that transcends national borders. Given the current global health crisis, leading research universities provide thought leadership and promote the free flow of information between researchers around the globe. The COVID-19 pandemic has prompted post-secondary institutions to develop and enhance technology-enabled approaches to teaching and learning, and student recruitment services that will, in the long term, improve and refine the academic experiences of our students. The pandemic has also caused universities around the world to think deeply about new and different ways of connecting. The University of Calgary is well positioned to respond to these changing dynamics and continuing its global reach and impact in new ways.

The University of Calgary strives to create a diverse campus community and a safe, inclusive, and respectful culture of excellence and engagement where all members feel valued for the contributions they are making and where a diversity of views, thought, and cultures exist productively in a respectful and collaborative work environment. By connecting with all of our communities near and far, even at a distance, we develop engaged globally competent citizens who discover new ideas, create new art and cultural expressions, and translate new knowledge into innovative applications that will be of mutual benefit to the university and many global and local communities, societies and environments worldwide.

The City of Calgary is a diverse city that demands graduates who have a global orientation, are competitive in an international marketplace, and who can adapt to diverse cultural, economic, and political environments. In order to support internationalization as an institutional priority and design a clear course of action, the University of Calgary's first *International Strategy* was officially launched in March 2013. The *Strategy* included four goals and three targets (see Figure 1), and prioritized six countries/regions of emphasis and 13 countries/regions of interest for targeted initiatives and attention.

## Progress and Success

Over the past six years the University of Calgary has made tremendous progress towards the ambitious targets identified in the *International Strategy*. We have achieved our international enrolment targets (10% undergraduate; 25% graduate) at both the undergraduate (10.3%) and graduate levels (29.4%), and while our 50% target for undergraduate students to have an International Learning Experience (ILE) by the time they graduate was a stretch goal, it has been an important driver for our institution. To date, over 25% of our undergraduate students have an ILE before they graduate and we are on track to reach 30% by the end of 2020 which places us amongst the top schools in Canada.

In fall 2019, the university undertook a review of the *International Strategy* to make recommendations for future directions. A self-study of international activities and support systems on our campus was produced and a highly qualified group of external reviewers (Alejandro Adem, CEO/Scientific Director of MITACS & incoming President of NSERC; Martha Crago, Vice-Principal Research and Innovation, McGill University; David Farrar, President and Vice-Chancellor, McMaster University; Vivek Goel, Vice-President, Research and Innovation and Strategic Initiatives, University of Toronto) was invited for a site visit to conduct the review. Bill Rosehart, Dean, Schulich School of Engineering, served as an internal representative on the review panel. The review acknowledged and celebrated the success of the International Strategy in positioning the University as a leader in internationalization, including increased international student numbers and diversity, enhanced student mobility, two global research facilities abroad, a number of significant academic partnerships and collaborative research grants, successful international development initiatives, the hosting of international events with the support of Calgary Consular Corps, and external recognition including six excellence and innovation awards related to the successful implementation of the strategy. This recognition has come from groups such as the Canadian Bureau for International Education (CBIE), the Association of Public and Land-Grant Universities and the Association of International Education Administrators (AIEA). The review of the International Strategy resulted in 23 recommendations which have provided the framework for an updated plan. Our renamed international plan, the University of Calgary's *Global Engagement Plan 2020-25*, aligns our international activities and resources with the *Eyes High Strategy 2017-22*, and *Academic and Research Plans 2018-23*, and will continue to position the University of Calgary as a global and intellectual leader.

## Updated Plan at a Glance

The *Global Engagement Plan 2020-25* is an update to the *2013 International Strategy* with a purposeful shift in language from an International Strategy to a Global Engagement Plan to reflect our institutional commitment towards meaningful interaction with the world as a whole. The plan is informed by our original vision, while taking into account emerging global developments, to focus on three overarching goals:

Goal 1 - Increasing the Diversity of the Campus Community

Goal 2 - Improving Intercultural Capacity

Goal 3 - Enhancing Global Partnerships

In the *Global Engagement Plan 2020-25*, Faculties are envisioned as the driver and initiator of international activities at the University of Calgary with University of Calgary International (UCI) in a facilitating role as a connector that supports the international goals and initiatives of the faculties. The plan integrates the original goal four (international development) within a renewed goal three – enhancing global partnerships – which now includes our collaborations in the area of global development.

This ensures that our global development activities are more integrated with our institutional approach to partnerships. New and ambitious targets for goals have been set which build on our achievements to date and a series of metrics will be developed to track and report on our progress. The Regional/Country Framework, which strategically allowed the University to focus its activities, was a necessary element of our 2013 International Strategy in enhancing our international profile. In the new version of our plan, based on the recommendation from the review team to leverage our existing and emerging strengths, we will use the priorities of the Academic and Research Plans to help guide our activities and partnerships to strategically advance our global initiatives. Since these priorities drive all human, capital and financial resource allocations at the university, we will continue to ensure finite resources will be used in an optimal fashion. Using the priorities of the Academic and Research Plans to help guide our international activities will also allow for overall strategic coherence. The updated goals in the Global Engagement Plan 2020-25 are identified in Figure 1 below.



Figure 1: Goals of the Existing vs Updated International Plan

## Global Engagement Plan (GEP)

*Overarching Vision:* To further develop the University of Calgary’s reputation as a global intellectual hub.

*Our Approach:*

### *Strategic Partnership Development*

Partnerships are essential tools for internationalization, but must be approached strategically. Global partnerships should be focused, with clearly defined objectives that relate to our broader strategic goals while leveraging existing resources and strengths. Collaborative partnerships should be mutually beneficial, sustainable, and where appropriate, multifaceted. Whenever possible, the university should

strategically work with universities and organizations that are highly ranked internationally, or within specific fields of strategic interest. Exceptions to this principle apply when the partnership accomplishes specific educational, research, and/or service objectives.

#### *Faculty Driven*

Global engagement activities at the University of Calgary will for the most part be lead and driven by academic staff members, with coordination and support provided by University of Calgary International (UCI). Academic staff members should strive to maintain networks of international collaborations. The *Global Engagement Plan 2020-25* encourages and facilitates international interactions at the faculty and department levels. In select areas, such as global partnerships in training and professional development, specialized expertise also exists in Continuing Education and they may serve as the driver for these global engagement initiatives.

#### *Incentivized Activities*

Sustaining global activities must involve creating and maintaining incentive structures at the faculty level that will drive the achievement of the global engagement goals.

#### *Build Capacity*

As unique repositories of knowledge, universities must leverage their expertise to contribute to civil society and capacity development globally.

#### *Sustainability*

The value of global initiatives and activities must be assessed relative to their overall impact. Once partnerships are established, technology-enabled solutions to maintain activities should be explored whenever possible.

### *Goal 1: Increase Diversity of the Campus Community*

Students at the University of Calgary bring a rich diversity of identities, cultures, languages and world views to the learning environment, adding a global dimension to our community. Canada as a country is becoming increasingly diverse and Calgary is currently the third most diverse Canadian city. The ability to collaborate with and learn from students and faculty from various cultural and ethnic backgrounds that challenge monolithic perspectives enable members of our campus community to expand their awareness of viewpoints and values that differ from their own. Through a diverse campus environment, we aim to provide students with intercultural experiences which will aid in their development of greater problem-solving capacity, critical thinking, and communication skills and in becoming more accepting and thoughtful global citizens. International faculty enrich both domestic and international students' experience with a range of leadership styles and perspectives. Education within a diverse campus community prepares students to thrive in an increasingly complex and pluralistic society, fosters mutual respect and teamwork, and builds community.

#### *Target 1: Undergraduate Target of 15% International Students by 2022*

Currently, 10.3% of our undergraduate student population is international, with international students representing 113 countries. The current top five countries represented include China, India, Pakistan, Bangladesh and Nigeria.

*Target 2: Graduate Student Target of 30% International Students by 2022*

Currently, 29.4% of the graduate student body are international, with students representing 106 countries. The current top five countries represented include China, India, Iran, USA and Brazil.

Post-secondary research and innovation rely on relatively free flows of highly qualified researchers across international borders. Graduate students in research-based programs are an important part of this enterprise, supporting and contributing to research at our institution. Our ability to attract outstanding graduate students from around the globe enhances the research productivity of the institution and our participation as a leader in international, innovative, and interdisciplinary research.

*Priorities and Areas of Responsibility:*

	<b>Recruitment &amp; Admissions</b>	<b>Institutional Partnerships</b>	<b>Immigration (Visa, study &amp; work permits)</b>	<b>International Student Supports</b>	<b>English Language Programs</b>	<b>Student Sponsorship/ Scholarship Development</b>
<b>UCI</b>	x	x		x		x
<b>Registrar's Office</b>	x				x	x
<b>FGS</b>	x	x		x		x
<b>Faculties</b>	x	x		x	x	x
<b>Continuing Education</b>	x	x		x	x	x
<b>Student &amp; Enrolment Services</b>			x	x		

*Notes:*

1. The block X indicates a unit that is accountable for a particular priority. The accountable unit is the owner, initiator and driver of the priority area and in the case of institutional partnerships, has academic oversight. The grey x indicates a unit that is responsible for managing, facilitating, supporting or undertaking the work.
2. The activities of the units named will be coordinated through the Provosts International Strategic Committee (PISC) and will meet 3 to 4 times a year to ensure that progress is made on these activities. Each lead unit will be responsible for developing a plan to accomplish key goals which will be reviewed by PISC. Refer to Appendix A – Implementation Plan for more detail on the priority initiatives. Going forward, the PISC membership will be reviewed and include at least one representative from the VPR's office and two members from the decanal team.

*Goal 2: Improve Global and Intercultural Capacity within our Campus Communities*

Intercultural Capacity refers to the understanding of the practices and power relations of individuals or groups within a society. It includes an acute sense of self-awareness, or the ability to be cognizant of the values, attitudes, and assumptions that inform an individual's perspectives, behaviours, and actions.

Intercultural capacity equally implies developing the appropriate aptitude required to appreciate and be open to various forms of diversity in a variety of cultural and social environments, the ability to communicate across cultural difference, and to cultivate meaningful productive social relationships across culturally different groups. A diverse campus community fosters and grows intercultural capacity through its formal and informal curricula and pedagogies to develop students as global citizens, both at home and abroad. As a university with a deep commitment to sustainability as expressed through our *Sustainability Strategy* we are committed to ensuring that a number of our transformational intercultural learning experiences can be offered through local community resources, technological innovations and other creative strategies to provide alternatives to the high cost of global travel. Intercultural learning experiences often contain experiential learning at their core and can count towards the high-quality experiential learning experiences set out in the University of Calgary's *Experiential Learning Plan*. (<https://www.ucalgary.ca/provost/teaching-learning/experiential-learning>).

The programs at home and abroad that we offer enable members of our campus community to acquire opportunities that create the bridge between knowledge and practice, develop intercultural capacity through their thinking, skills and attitudes, and provide exposure to international experts and in different learning environments. Types of programs and activities include:

#### Mobility Programs

- Exchange
- Group Study
- Research Internships
- Industry Internships/Coop
- Volunteer/Service Learning
- Short-term Learning Visits
- Visiting Faculty/Staff
- Capacity Development (e.g. Queen Elizabeth Scholarships)

#### Degree Programs

- Collaborative Degree or Certificate programs (e.g. 2+2 and 3+2 programs)
- PhD –Joint Programs

#### Projects

- i@Home: International Virtual Exchange
- i@Home: Local Cultural Community Engagement Projects
- i@Home: Events with Consular Corps

#### Professional Development

- International conferences/meetings

Many of these programs would not be possible without our mobility partners and the relationships and strategic partnerships that have been developed and fostered globally.

*Target 1: By 2025, 50% of our students will graduate with at least one International Learning Experience that takes place either abroad or at home on our campus.*

Our 50% target includes both International Learning Experiences (ILE) abroad and internationalization at home activities that occur locally. Currently, 25.2% of our students graduate with an ILE abroad. This includes both credit and non-credit activities organized by university faculty, staff or approved student groups that take place outside of Canada for a minimum of five days. Internationalization at home is an important component of intercultural capacity building at the University of Calgary and is defined as the “purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments” (Beelen & Jones, 2015). Given the global health circumstances occurring in 2020, we anticipate that in the early years of the plan our focus will be on building internationalization at home initiatives.

Over the duration of the GEP, we will work to further define and establish metrics for ILE abroad and internationalization at home activities and expand the opportunities available to students, especially to underrepresented groups.

*Priorities and Areas of Responsibility:*

	<b>Intercultural Capacity Building</b>	<b>International Learning Experiences (ILE)</b>	<b>Eliminating Barriers to ILE</b>	<b>Academic &amp; Mobility Agreements</b>	<b>Fees, Funding &amp; Scholarships</b>
<b>UCI</b>	✘	✘	✘	✘	✘
<b>Registrar's Office</b>			✘		✘ UG
<b>FGS</b>		✘		✘	✘ GR
<b>Faculties</b>	✘	✘	✘	✘	✘

*Notes:*

1. The block X indicates a unit that is accountable for a particular priority. The accountable unit is the owner, initiator and driver of the priority area and in the case of international learning experiences, has academic oversight. The grey x indicates a unit that is responsible for managing, facilitating, supporting or undertaking the work.
2. UG: Undergraduate students. GR: graduate students.
3. The activities of the units named will be coordinated through the Provosts International Strategic Committee (PISC) and will meet 3 to 4 times a year to ensure that progress is made on these activities. Each lead unit will be responsible for developing a plan to accomplish key goals which will be reviewed by PISC. Refer to Appendix A – Implementation Plan for more detail on the priority initiatives.

*Goal 3: Enhance Opportunities for Global Partnerships*

The priorities of the *Academic and Research Plans* drive the strategic foundation for all global partnerships, including academic, research and global development, at the University of Calgary. The university’s global partnerships should leverage and enhance the web of collaborations among our students, faculty and staff and increase our international presence and impact. This includes maintaining strong relationships and collaborations with the Calgary Consular Corps. In order for our global

partnerships to be impactful they must be based on solid and long-term relationships among faculty members and programs and sustained through strong institutional and faculty commitments.

The University of Calgary's strategic academic partnerships enable the development of joint and collaborative degree programs with institutions worldwide. Our mobility partnerships ensure that students are able to expand their global understanding through study abroad opportunities that foster strong cross-cultural capacities and contribute to global citizenship. The metrics associated with our academic partnerships appear in this plan under Goal 2: Improve Global and Intercultural Capacity.

Through our existing research themes and our focus on matching our research strengths with opportunities, we will leverage our expertise to increase international collaborations and access international research funding. The focus on our research themes (including the new emerging research themes) to drive our global research partnerships is complemented by individual scholars who are global leaders in their fields. The University of Calgary is committed to partnering with like-minded institutions that share our commitment to innovation and entrepreneurship, and where possible, that have research parks dedicated to creating radical social and scientific innovation that translate research excellence into societal and community impact. These partners are institutions that share our focus on increased connectivity between academia, industry and government and, like the University of Calgary, are fostering the next generation of talented thought leaders through innovation and entrepreneurial thinking.

The University has a significant legacy in the area of global development and through these partnerships we leverage our expertise globally to reduce poverty and inequality, improve health outcomes, develop medical systems, and create education and job opportunities around the world. We develop the capacity that creates future global leaders, strengthens international organizations and systems and achieves improved results through education, research and innovation. Within our global development activities, we are aligned with the priorities of the Academic and Research Plans which drive our decisions to invest in particular development initiatives. The development initiatives we support are also leveraged to create opportunities for our students to develop cross-cultural competencies and unique areas of knowledge.

The University of Calgary is also a strategic partner in the delivery of training and professional development programs world-wide, particularly in our areas of academic and research strength. These activities bring skill development and knowledge acquisition to help meet global labour market demands.



*Priorities and Areas of Responsibility:*

	<b>Research &amp; Innovation Partnerships</b>	<b>Global Development Partnerships</b>	<b>Diplomatic &amp; Consular Corps Partnerships</b>	<b>Training &amp; Professional Development Partnerships</b>
<b>UCI</b>	✕	✕	✖	✕
<b>VPR</b>	✕	✕		
<b>Faculties</b>	✖	✖	✕	✖
<b>Continuing Education</b>				✖ CPE

*Notes:*

1. *The block X indicates a unit that is accountable for a particular priority. The accountable unit is the owner, initiator and driver of the priority area and in the case of research and innovation, and global development partnerships, has academic oversight. The grey x indicates a unit that is responsible for managing, facilitating, supporting or undertaking the work.*
2. *CPE: Continuing and Professional Education.*
3. *The activities of the units named will be coordinated through the Provosts International Strategies Committee (PISC) and will meet 3 to 4 times a year to ensure that progress is made on these activities. Each lead unit will be responsible for developing a plan to accomplish key goals which will be reviewed by PISC. Refer to Appendix A – Implementation Plan for more detail on the priority initiatives.*

## Looking forward: 2020-2025

Over the next five years, the University of Calgary’s *Global Engagement Plan 2020-2025* will guide our priorities and resources as we work towards our international goals in support of the *Eyes High* strategic vision. This plan will continue to transform our institution and how we engage globally. We will create an increasingly diverse campus community through the inclusion of undergraduate and graduate students. We will attract global talent to our programs and international students will receive first-class education, training and development that can be applied both in Canada and abroad, utilizing their skills to transform societies and economies. Our students will benefit from internationalization at home initiatives and increased mobility opportunities in the world acquiring the intercultural capacity necessary to work in and lead international teams at work and in the community.

The University of Calgary’s *Global Engagement Plan 2020-25* will help us realize the goals of our *Academic Plan* that prioritizes people, connects our local and global communities and seeks innovative ways to deliver on our academic mission to create a vibrant, accepting, and inclusive campus culture.

Our global academic and research partnerships will also help us achieve the commitments in the *Research Plan* to increase our research capacity, drive innovative solutions to the existing and emerging challenges facing societies worldwide and match our research strengths to international opportunities. In collaboration with our partners worldwide, over the next five years, our research partnerships will result in an accelerated global reach and recognition of our innovative and entrepreneurial approaches to research impacting and improving lives in both our local and global communities.



2020-25

## GLOBAL ENGAGEMENT IMPLEMENTATION PLAN

#	Initiative	Responsibility	20-21	21-22	22-23	23-24	24-25
<b>1. INCREASE DIVERSITY OF THE CAMPUS COMMUNITY</b>							
<b>Target 1: Undergraduate Student Target of 15% International Students by 2022</b>							
<b>Target 2: Graduate Student Target of 30% International Students by 2022</b>							
<b>Recruitment and Admissions (Initiative Accountability – Registrar’s Office (SES))</b>							
1.1	Develop an international recruitment plan that identifies demand and opportunity and diversifies recruitment activities to ensure students come from a variety of countries.	RO, FGS, FA, CE, UCI	✓				
1.2	Diversify the strategies used to recruit highly qualified international students including increasing digital recruitment.	RO, CE	✓	✓	✓	✓	✓
1.3	Process international applications for admission and exchange students in a timely manner through increased efficiencies and administrative changes.	RO	✓	✓	✓	✓	✓
1.4	Attract highly qualified undergraduate international students by offering scholarships, bursaries and other student aid through a reinvestment of international tuition revenue.	RO	✓	✓	✓	✓	✓
1.5	Enhance administrative efficiencies by centrally managing undergraduate international student aid through the Student Awards Office.	RO	✓	✓	✓	✓	✓
1.6	Develop a management reporting process to monitor international enrolment at the department level to ensure that we are serving both domestic and international student demand.	RO, FGS	✓				
1.7	Attract highly qualified graduate international students by offering scholarships, bursaries and other student aid through a reinvestment of international tuition revenue.	FGS	✓	✓	✓	✓	✓
1.8	Enhance administrative efficiencies by centrally managing graduate international student aid through the Faculty of Graduate Studies.	FGS	✓				



#	Initiative	Responsibility	20-21	21-22	22-23	23-24	24-25
1.9	Continue to develop professional skills training and internships in support of career development for international graduate students.	<b>FGS</b>	✓	✓	✓	✓	✓
1.10	Further develop the international summer school programming offered through Continuing Education.	<b>CE, FA</b>	✓	✓			
<b>Institutional Partnerships</b> (Initiative Accountability – Faculties)							
1.11	Attract international graduate students through the development of joint PhD programs with other institutions.	<b>FA, UCI, FGS, CE</b>	✓	✓	✓	✓	✓
<b>Immigration (Visas, study &amp; work permits)</b> (Initiative Accountability – Student and Enrolment Services)							
1.12	Continue providing high service standards in supporting international students' applications for study permits, work permits, visas, and electronic travel authorizations (eTAs), ensuring that students maintain their legal status in Canada and providing accurate, updated information and advice to international students on Government immigration regulations and policy changes.	<b>SES</b>	✓	✓	✓	✓	✓
<b>International Student Supports</b> (Initiative Accountability – Student and Enrolment Services)							
1.13	Monitor and improve on international student satisfaction surveys to ensure the University is providing a supportive and rich living and learning environment for international students.	<b>SES, FGS, CE, UCI</b>	✓	✓	✓	✓	✓
1.14	Through a review of existing programs, the creation of new programs and increased awareness and advertising we will increase the number of international students accessing resources through the Student Success Centre and International Student Services.	<b>SES, FA</b>	✓	✓	✓	✓	✓
<b>English Language Programs</b> (Initiative Accountability – Continuing Education)							
1.15	Increase the number of international students admitted to language programs that transition to degree programs at the University of Calgary.	<b>CE, FA</b>	✓	✓	✓	✓	✓
1.16	Ensure a seamless transition for students moving from English language programs to degree programs through enhanced partnerships between Continuing Education and Faculties.	<b>CE, FA, RO</b>	✓	✓	✓	✓	✓
<b>Student Sponsorship/Scholarship Development</b> (Initiative Accountability – University of Calgary International)							
1.17	Seek opportunities for sponsored students by developing partnerships with entities in foreign governments, agencies and corporate sector.	<b>UCI, FGS, FA, CE</b>	✓	✓	✓	✓	✓

#	Initiative	Responsibility	20-21	21-22	22-23	23-24	24-25
1.18	Leverage the scholarship opportunities through federal and provincial government programs by partnering with organizations such as Universities Canada, Canadian Bureau for International Education (CBIE).	<b>UCI, RO, FGS</b>	✓	✓	✓	✓	✓
<b>2. IMPROVE GLOBAL AND INTERCULTURAL CAPACITY WITHIN OUR CAMPUS COMMUNITIES</b>							
<b>Target 1: By 2025, 50% of our students will graduate with at least one International Learning Experience that takes place either abroad or at home on our campus</b>							
<b>Intercultural Capacity Building (Initiative Accountability - University of Calgary International)</b>							
2.1	Using the Intercultural Capacity Study, create a framework that defines units and levels of intercultural capacity learning that can be measured and credited according to duration and depth of the experience and that have clear tangible learning outcomes.	<b>UCI, FA</b>	✓				
2.2	Create a framework that defines units and levels of internationalization at home activities that can be measured and credited according to duration and depth of the experience that have clear tangible learning outcomes.	<b>UCI, FA</b>	✓				
2.3	Track intercultural capacity learning and internationalization at home activities units across all programs and provide annual report.	<b>UCI, FA</b>	✓	✓	✓	✓	✓
<b>International Learning Experiences (Initiative Accountability – Faculties)</b>							
2.4	Identify and reduce curricular barriers to ILE.	<b>FA, FGS, UCI</b>	✓	✓	✓		
2.5	Ensure study abroad programs demonstrate an intercultural capacity learning component.	<b>FA, UCI</b>	✓	✓			
2.6	Increase understanding and awareness of ILE opportunities through targeted communications and advising support.	<b>FA, UCI</b>	✓	✓	✓	✓	✓
2.7	Increase internationalization at home opportunities for students through language and cultural learning activities (e.g., Aga Khan international internships, collaborative classroom initiatives, co-curricular programs)	<b>UCI, FA</b>	✓	✓	✓	✓	✓
2.8	Develop academic credentials that foster intercultural capacity for students (e.g., Embedded Certificate in Pluralism and Global Citizenship).	<b>FA, UCI</b>	✓	✓	✓	✓	✓
<b>Eliminating Barriers to International Learning Experiences (Initiative Accountability - Faculties)</b>							
2.9	Enhance access to ILE for underrepresented groups including leveraging funding opportunities through programs like Universities Canada’s outbound mobility program.	<b>FA, UCI</b>	✓	✓	✓	✓	✓



#	Initiative	Responsibility	20-21	21-22	22-23	23-24	24-25
2.10	Enhance the course approval and transfer credit process for international learning experience programs.	RO, FA, UCI	✓	✓			
<b>Academic &amp; Mobility Partnerships</b> (Initiative Accountability - Faculties)							
2.11	Develop a rubric on which academic and mobility partnerships are created and evaluated to ensure alignment with our academic priorities	FA, FGS, UCI	✓				
2.12	Establish criteria for the tracking and monitoring of a limited number of high quality strategic academic partnerships.	FA, FGS, UCI		✓			
2.13	Establish criteria for the tracking and monitoring of mobility partnerships, ensuring increased access to students and diversity of locations.	FA, FGS, UCI		✓			
<b>Fees, Funding &amp; Scholarships</b> (Initiative Accountability – Registrar’s Office)							
2.14	Track and report on student mobility funding annually.	RO, UCI	✓	✓	✓	✓	✓
2.15	Streamline and administer international award application processes centrally through RO and FGS.	RO, FGS, UCI	✓				
2.16	Introduce study abroad fee payments centrally through the student centre.	RO, UCI	✓				
2.17	Raise funds for ILE awards through philanthropic efforts in collaboration with the Office of Advancement. Report on efforts annually.	UCI, FA	✓	✓	✓	✓	✓
2.18	Raise awareness of existing ILE funding opportunities and support students in the application process.	UCI, FA	✓	✓			
<b>3. ENHANCE OPPORTUNITIES FOR GLOBAL PARTNERSHIPS</b>							
<b>Research &amp; Innovation Partnerships</b> (Initiative Accountability – Faculties)							
3.1	Create and maintain an inventory of global research connections that align with our academic and research priorities.	VPR, FA, UCI	✓	✓	✓	✓	✓
3.2	Enhance capacity for global partnerships that focuses on areas of research strength by matching strengths with international opportunities.	FA, VPR, UCI	✓	✓			
3.3	Identify and develop partnerships with like-minded entrepreneurial institutions pursuing research in areas that align with our academic and research priorities.	FA, VPR, UCI	✓	✓			
3.4	Foster innovation, entrepreneurship and commercialization through partnerships with institutions invested in research parks compatible with our Research Innovation Quarter.	FA, VPR, UCI	✓	✓	✓	✓	✓



#	Initiative	Responsibility	20-21	21-22	22-23	23-24	24-25
3.5	Surface new international research opportunities and bring them to the faculties/academic staff.	<b>VPR</b> , UCI, FA	✓	✓	✓	✓	✓
<b>Global Development Partnerships</b> (Initiative Accountability – Faculties)							
3.6	Increase the number of global development projects through partnership development with external agencies.	<b>FA</b> , VPR, UCI	✓	✓	✓	✓	✓
3.7	Provide support to academic staff and students engaged in global development work through the identification of and application for grants and in the tracking and monitoring of projects.	<b>VPR</b> , FA, UCI	✓	✓	✓	✓	✓
<b>Diplomatic &amp; Consular Corps Partnerships</b> (Initiative Accountability - University of Calgary International)							
3.8	Sustain relationships with Calgary Consular Corps to support the GEP by co-organizing events.	<b>UCI</b> , FA	✓	✓	✓	✓	✓
3.9	Maintain relationships with the Diplomatic corps to promote the University of Calgary's activities and to develop new partnership opportunities with foreign countries.	<b>UCI</b> , FA	✓	✓	✓	✓	✓
<b>Training &amp; Professional Development Partnerships</b> (Initiative Accountability – Faculties, Continuing Education)							
3.10	Increase the number of training and professional development partnerships through the identification of new opportunities and the tracking and monitoring of existing partnerships.	<b>FA, CE</b> , UCI	✓	✓	✓	✓	✓

Notes:

1. Under the responsibility column, the bold type indicates the unit that is accountable for a particular initiative. The accountable unit is the owner, initiator and driver of the initiative and has academic oversight. The non-bold type indicates a unit that is responsible for managing, facilitating, supporting or undertaking the work.

Legend:

CE – Continuing Education  
 FA – Faculties  
 FGS – Faculty of Graduate Studies  
 RO – Registrar's Office in SES  
 SES – Student and Enrolment Services  
 UCI – University of Calgary International



UNIVERSITY OF  
CALGARY

VPR – Vice President Research Office

DRAFT





UNIVERSITY OF  
CALGARY

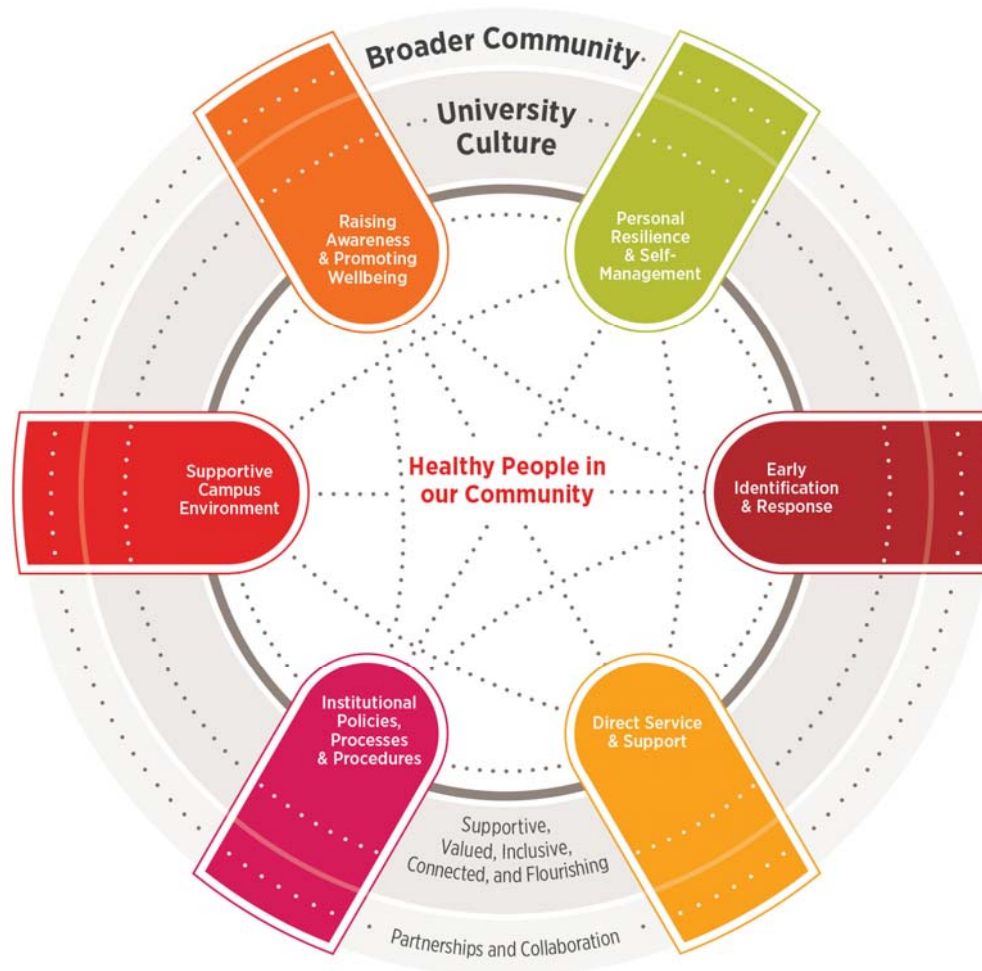


# campus mental health strategy

**Creating a Community of Caring**

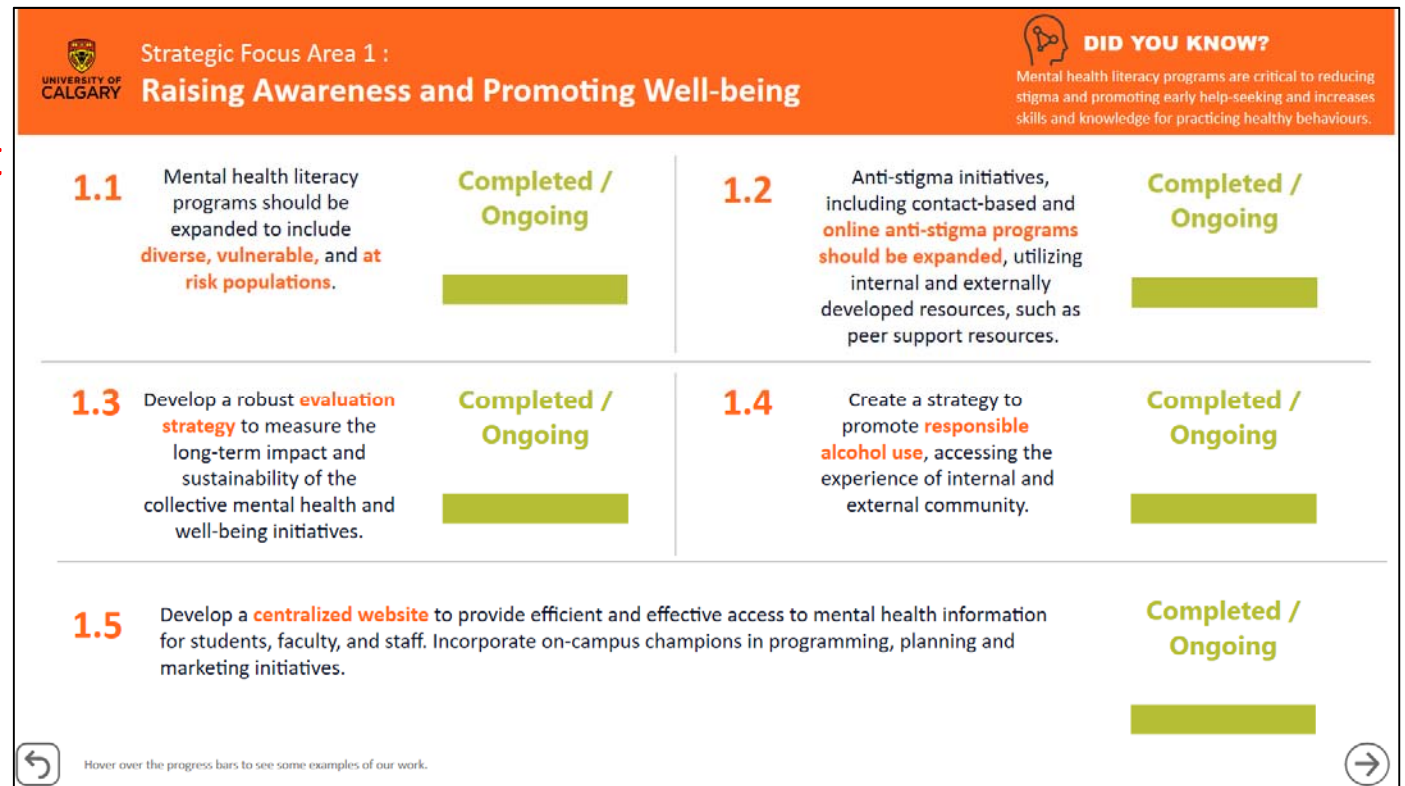
[ucalgary.ca/mentalhealth](http://ucalgary.ca/mentalhealth) #ucalgary #mentalhealth

# Focus Areas and Recommendations



# Advancing the CMHS

- Interactive impact page
- Self-study, evaluation of recommendation, process evaluation, external review



[ucalgary.ca/mentalhealth/strategy/progress](https://ucalgary.ca/mentalhealth/strategy/progress)

# Highlights from 2019-20

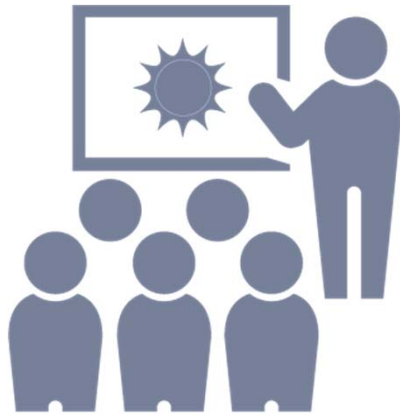


Student Wellness Services



Capacity Building and  
Increasing Reach

# Highlights from 2019-20



Faculty and Staff

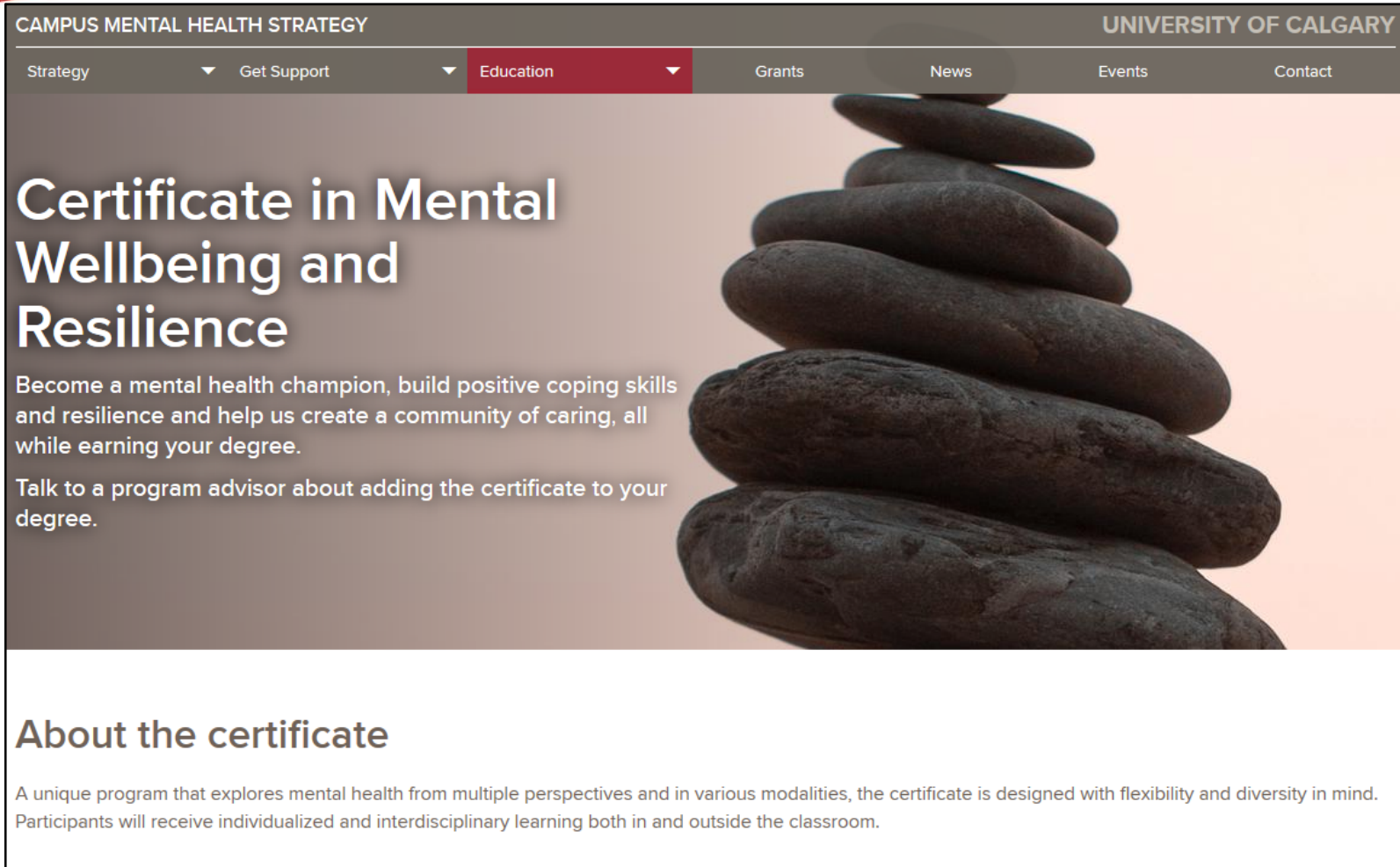


CMHS Awareness Campaign, Website, and Events



MHSIAC T&L Subcommittee and other Highlights

# Highlights from 2019-20




CAMPUS MENTAL HEALTH STRATEGY UNIVERSITY OF CALGARY

Strategy Get Support **Education** Grants News Events Contact

## Certificate in Mental Wellbeing and Resilience

Become a mental health champion, build positive coping skills and resilience and help us create a community of caring, all while earning your degree.

Talk to a program advisor about adding the certificate to your degree.



### About the certificate

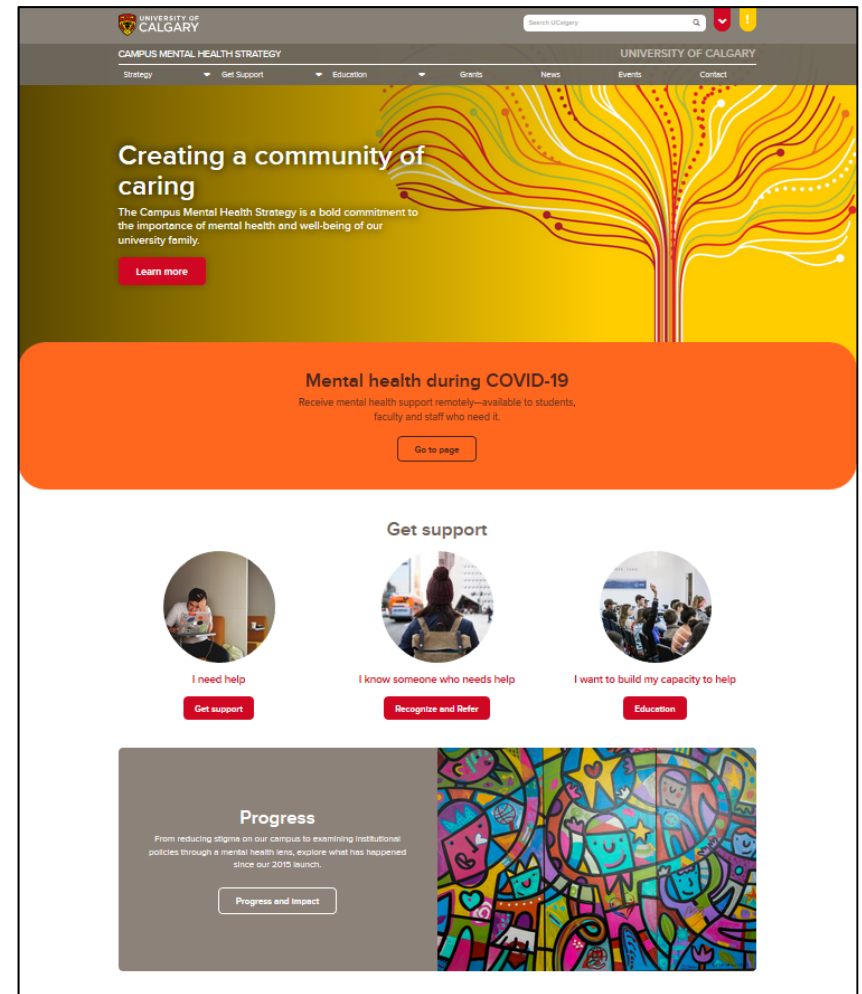
A unique program that explores mental health from multiple perspectives and in various modalities, the certificate is designed with flexibility and diversity in mind. Participants will receive individualized and interdisciplinary learning both in and outside the classroom.

# Next Steps

- 9 faculties, dept, units have adopted the CMHS
  - Science, FGS, UCQ, Geoscience, Arts, Nursing, Schulich, FSW, Risk
- Continue on Suicide Awareness and Prevention Framework led by Student Wellness Services
- Renewal of the CMHS in 2021
- National Standard on Mental Health and Wellbeing for Post-Secondary Students
- Continue leadership in Canadian Post-Secondary Mental Health

# ucalgary.ca/mentalhealth

- *Thank you!*
- *Andrew Szeto*  
[aszeto@ucalgary.ca](mailto:aszeto@ucalgary.ca)
- *Debbie Bruckner*  
[dbruckne@ucalgary.ca](mailto:dbruckne@ucalgary.ca)







**GENERAL FACULTIES COUNCIL EXECUTIVE COMMITTEE**  
**Report to General Faculties Council**  
**for the meeting held March 25, 2020**

This report is submitted on behalf of the General Faculties Council (GFC) Executive Committee (EC).

**Global Engagement Plan 2020-2025**

The EC learned that:

- The University's International Strategy (IS), which was approved in 2013, was recently reviewed by an external panel, and that many of the recommendations of this review have been incorporated into an updated strategy entitled Global Engagement Plan 2020-2025 (GEP)
- The GEP is informed by the original goals of the 2013 IS, but the GEP introduces some changes including linking the GEP more closely to the University's Academic and Research Plans and building internationalization activities at home into the strategy
- At its March 16, 2020 meeting, the Academic Planning and Priorities Committee (APPC) recommended that the consultation process for the GEP include a town hall, and this will be scheduled

The EC reviewed the draft of the GEP, and discussed that:

- In addition to the University's Academic and Research Plans, the GEP has synergies with the federal government's Building on Success: Canada's International Education Strategy (2019-2024)
- The practices of social distancing and self-isolation, necessary during the COVID-19 pandemic, are likely to have long-term impacts on interactions. Lessons will be learned on what travel is necessary and what can be replaced with technological connections. It was noted that the GEP proposes to ensure "that a number of our transformational intercultural learning experiences can be offered through local community resources, technological innovations and other creative strategies to provide alternatives to the high cost of global travel."
- The increased flexibility of the GEP to allow faculty to pursue academic partnerships, and the clarity of responsibilities set out in the Appendix, is appreciated
- The learning and study of languages is part of internationalization, and a lot of this work can be done locally
- There are differences between "global engagement" and "globalization"

In response to questions, it was reported that:

- The GEP links to the Academic and Research Plans, and the University's Indigenous Strategy, through connected priorities
- Indigenous languages, including Stoney, Blackfoot, and Cree, are taught at the University and elsewhere, but these would not be considered an international learning experience

- The reference to “relatively free flows of highly qualified researchers across international borders” refers to connectivity and the exchange of ideas, and not the cost of travel
- Some institutions do undertake social innovation, in addition to scientific innovation, at their research parks
- The GEP refers to enhancing partnerships with Continuing Education (CE) because CE offers successful English language programs, and these are even more important now that the Werklund School of Education’s International Foundations Program is no longer available to incoming students

The EC made some suggestions for minor revisions to the document.

#### **Review of the Draft April 9, 2020 GFC Agenda**

The EC reviewed the draft April 9, 2020 GFC Agenda, and determined that this meeting will take place via Zoom.

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Ed McCauley, Chair and Dru Marshall, Vice-Chair

**ACADEMIC PLANNING AND PRIORITIES COMMITTEE  
Report to General Faculties Council (GFC)  
for the meetings held March 16 and 30, 2020**

This report is submitted on behalf of the Academic Planning and Priorities Committee (APPC).

**March 16, 2020**

**Approval of Changes to A. Admission in the University Calendar**

The APPC reviewed the proposed changes, which ensure clear, transparent admission requirements, including how students are evaluated for admission.

The APPC discussed the transfer requirements for Open Studies students and acknowledged the extensive consultation with Faculties by the Office of the Registrar to bring about these changes.

The APPC suggested that the Architectural Studies Minor be added to A.5.3.2 *Supplementary Admission Requirements*, as it requires a portfolio for its admission process, and that the proponents revise the language in A.5.4 *Adult Student Admission* for clarity.

The APPC approved the changes to section A. *Admissions* in the University Calendar, effective for the 2020-2021 Calendar.

**Approval of Changes to A.5.1.1 Admission Requirements in the University Calendar**

The APPC reviewed the proposed changes, which clarify which high school courses can be used for admission to the University. It was noted that the Office of the Registrar worked with Faculties, high school counsellors, and an advisory committee on the changes proposed, and that these changes will take effect for the Fall 2022 intake cycle, giving high school students time to plan their course selections.

The APPC approved the changes to section A.5.1.1 *Admission Requirements* in the University Calendar, effective for the 2020-2021 Calendar.

**Approval of the Changes to Academic Regulations K. Statement on Principles of Conduct and L. Integrity in Scholarly Activity in the University Calendar**

The APPC reviewed the proposed changes, which ensure alignment between the regulations and current policies and procedures, the removal of outdated information, updated links, and the incorporation of a statement on free expression.

The APPC discussed the feedback received from GFC on March 12, 2020 relating to K.3 *Statement on Academic Integrity* and suggested that the change requested by GFC be made so that the statement reads “Academic integrity is the foundation of development and acquisition of knowledge and is based on the values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.”

The APPC approved the changes to Academic Regulations K. *Statement on Principles of Conduct* and L. *Integrity in Scholarly Activity* in the University Calendar, effective for the 2020-2021 Calendar.

**Approval of Changes to Academic Regulation I.3 Reappraisal of Academic Assessments (Final Grades) in the University Calendar**

The APPC reviewed the proposed changes, which increase the number of grade reappraisals a student can obtain in a given year from two to three, and stipulate that successful grade reappraisals are not counted towards the total number of academic assessments student can appeal in a given year.

The APPC discussed which assessments are eligible for reappraisal under this regulation, learning that any assessment returned after the last day of classes qualifies.

The APPC approved changes to Academic Regulation I.3 *Reappraisal of Academic Assessments (Final Grades)* in the University Calendar, effective for the 2020-2021 Calendar.

**Approval of Load Changes to the Master of Fine Arts in Drama**

The APPC reviewed the proposed load change, which aims to encourage students to complete their degrees faster, and aligns the course requirements in the Master of Fine Arts (MFA) with comparative programs in Canada.

The APPC learned that there is currently one faculty member working in the School of Creative and Performing Arts (SCPA) who specializes in design, and that this faculty member is not overloaded since design students are accepted into the program based on considerations of capacity and available funding.

The APPC approved the load change to the Master of Fine Arts in Drama.

**Approval of the Creation of a new Specialization in Interdisciplinary Creation and Research within the MFA in Drama**

The APPC reviewed the proposal, learning that the new Specialization responds to increased capacity in the SCPA and student demand for an interdisciplinary program.

The APPC discussed the new courses proposed; the number of current students in MFA programs who are already engaging in interdisciplinary work; enrolment projections, which were calculated modestly to align with available graduate student funding and supervisory capacity; and teaching loads for faculty members. The APPC learned that there is no anticipated impact on other specializations.

The APPC suggested that the proponents clarify that no work integrated learning opportunities are available in the proposed program, and that the proponents clearly articulate their plan for how the proposed program will be evaluated, including through adherence to the University's quality assurance process for graduate programs.

The APPC approved the creation of the Specialization in Interdisciplinary Creation and Research within the MFA in Drama.

**March 30, 2020**

**Approval of the Load Change to the Minor in Mechatronics in the Schulich School of Engineering**

The APPC reviewed the proposal, learning that the proposed changes bring the course requirements and timeline for the Minor in alignment with other minors available in the Schulich School of Engineering, and that this Minor is currently only available to Mechanical Engineering students but will be expanded to allow Software and Electrical Engineering students to enroll as well.

The APPC discussed the course requirements for minor programs, the impact on advising services for students, how the expanded Minor will be advertised, enrollment in Mechatronics courses, and the availability of faculty resources to accommodate additional students.

The APPC suggested the proponents clarify what courses are specific to the Minor, that it be clarified how the addition of the Minor may affect student timetabling in third and fourth years, and that the proponents emphasize the interdisciplinary nature of the program and its positive effect on job placement.

The APPC approved the load change to the Minor in Mechatronics.



**Report to the General Faculties Council  
on the Special Meeting of  
The Board of Governors (Open Session), March 27, 2020 (8:00 am)  
From the Member of the Board nominated by GFC**

The Chair of the Board, Geeta Sankappanavar, called the meeting to order at 8:10 am with a welcome to external guests and approval of the meeting agenda. Following the call for identification of any existing conflicts of interest amongst the Board Members, the meeting opened with **remarks from the Chair**. These comments focused on the remarkable efforts of the University to deal with the COVID-19 pandemic and the leadership role that UCalgary has played in the province, and across the U15.

Following these comments, the discussion moved directly to the Action Items in the Special Meeting which included approval of:

- Interdisciplinary Science and Innovation Centre Scope Change
- 2020-2021 Consolidated and Capital Budgets
- Quality of Money Program Budget (2021, 2022, 2023)
- Termination of the Course-Based Continuing fees: Werklund School of Education
- Fee Reclassification and Approval of New Program Fees
- Foreign-Trained Lawyers Program Tuition – Faculty of Law
- Approval of the Trust Deed for the West Campus Development Trust – University Innovation Quarter

There was robust discussion and questions for each of these items and all seven items were ultimately approved by the Board. One discussion worth noting is that due to the uncertainty introduced by the impact of the COVID-19 pandemic on the campus, the budget is even more fluid than in a typical year. As such, the budget will have to be revisited regularly and there will likely be a role for the Board in providing feedback more frequently.

There being **no other business**, the Open Session of the Board Meeting was adjourned.

Sincerely,

Joule Bergerson





# POLICY DEVELOPMENT PLAN (PDP) REPORT

as of 2020-03-30

Below is a list of all University Policies and Procedures currently in Consultation or recently Approved by the applicable Approval Authority.

Title	Stage	Drafting Team
Sexual Violence Policy	Consultation	Deborah Book; Carla Bertsch; Susan Barker; Michael Van Hee; Chris Stanley;



Session Facilitator: Hussein Warsame, academic staff member of General Faculties Council (GFC)

Highlights:

- The Session Facilitator and the University Secretary gave a brief overview of the information that has been collected through surveys over the last several years, including on the topics of member engagement, knowledge of GFC governance, meeting materials and processes, and GFC leadership, and reported that responses have generally been positive over time (with the exception of frustration with the meeting room's acoustics, which is a known problem). It was noted that response rates to the annual online survey have been declining and so it was decided to hold this evaluation session in place of a written survey this year.
- The Session Facilitator encouraged members to dialogue with each other about the functioning of the GFC, and it was reported that the notes from the session would be provided in the next GFC meeting package, and that any written comments received following the session would be anonymized and added to the upload.
- Discussion included:

**Member Engagement**

- Only some members of GFC participate in discussions during GFC meetings. All members present are hearing information that is important to the University, but it was suggested that breaking GFC into smaller discussion groups for some items of business might enrich the discussion and increase the feedback received on these items.
- Many members of GFC do not know each other, and so it was suggested that ways be found to introduce members to each other to increase familiarity and collegiality
- Some GFC members, particularly those who join the GFC partway into the meeting year, may not understand the purpose of GFC and the framework of GFC committee work. It was noted that there is helpful information, including orientation materials, on the Secretariat website for GFC members.
- The use of technology, such as Slido, Slack, HumHub, or clickers, could help with engagement during GFC meetings. These can allow for live polling and posting of comments, which could further stimulate discussion. It was suggested that participation via technology should not be anonymous.
- Because most approval items come to GFC after extensive consultation and review by GFC standing committees, it is rare for GFC not to approve a proposal. As a result, some GFC members may feel that their participation is not impactful. It was suggested that members of GFC who have had involvement at the developmental stages of a proposal, such as Deans or standing committee members, could share their input and report on the discussion at those groups to inform GFC of those earlier reviews. Similarly, where it makes sense, compared

versions of documents could be provided to GFC so members could see the evolution of the document.

- A member's question or comment may be articulated by another member during discussion before the member has an opportunity to speak. It was suggested that the Chair could ask if there are others with the same question or comment, in order to allow more members to feel involved.

### **Expectations of GFC Members**

- GFC members discussed engaging, and reporting back to, colleagues and it was reported that some members report on GFC business to their colleagues, such as through formal or informal reports to Faculty Council, and some members consult with their colleagues in advance of GFC meetings
- GFC then discussed two models of GFC member engagement: the delegate model, in which representatives consult in advance of meetings, and the trustee model, in which representatives report after meetings. Considerations of each model were discussed, and it was noted that timelines do not always allow for advance consultation and that delays in reporting can mean that information is out of date by the time it is shared.

### **GFC Meeting Materials**

- The University Secretary reviewed the process for tracking items of business and developing meeting agendas, and noted that briefing notes are required for most items in order to clearly articulate the purpose of the item, frame discussions and provide an executive summary of the item, including routing information
- Appreciation was expressed for the quality of the materials that are provided to the GFC members, and for the all-docs-in-one file that is provided
- The practice of bringing substantive items of business to GFC more than once, usually once for discussion and then again for approval, is valued as this allows members to consult with colleagues and to see that any concerns have been addressed
- It is clear that care is taken to ensure that acronyms are spelled out in the meeting materials, but members often speak in acronyms during discussions which can be confusing to some members and a heightened awareness of this would be beneficial

### **GFC Membership**

- The inclusion of different stakeholder perspectives in the membership of GFC, such as Indigenous persons, was discussed. The University Secretary reviewed how the membership of GFC is established, and noted that growing the size of GFC can impact the proportion of academic staff members of GFC and also the ability to achieve quorum. Appointing academic staff members who identify as part of a particular group was explored as a way to achieve this.
- It was suggested that it would be beneficial to include representatives of stakeholder groups in the consultation of items in advance of the GFC or to invite these individuals to participate in a discussion at GFC for a particular item of business

### **Future GFC Evaluation Format**

- The Session Facilitator asked members to vote on their preferred method of conducting an evaluation of GFC. The majority of members voted for both an online survey and an in-person evaluation session, in part so that members can choose their preferred method of offering their feedback. It was also suggested that a session with smaller breakout groups as a follow up to this session would be welcome.